

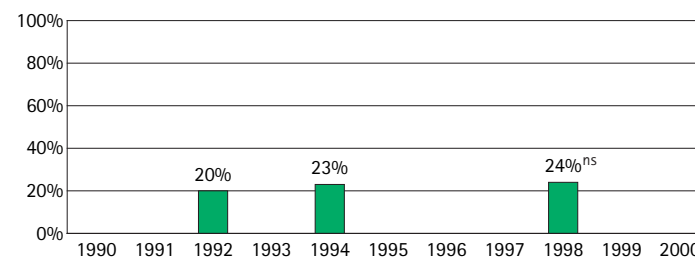
1. Improvement Over Time

Have Alabama's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



^{ns} Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Alabama compare with other states in 4th grade reading achievement in public schools in 1998?

13 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Colorado, Kansas, Wisconsin	34%
New Hampshire	38%	Rhode Island	32%
Massachusetts, Montana	37%	U.S.*	31%
Maine, Minnesota	36%	Oklahoma, ² Virginia ²	30%
Iowa	35%		

22 states had similar¹ percentages of students who were at or above Proficient on NAEP:

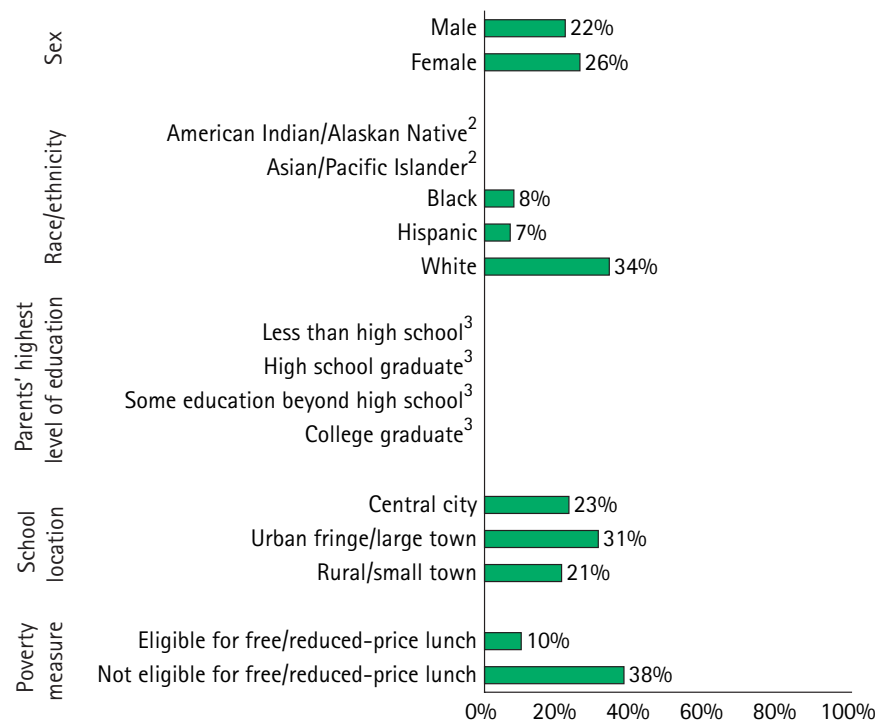
Wyoming ²	30%	Delaware, Tennessee	25%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Alabama, Georgia	24%
		Arkansas, Florida	23%
		Arizona, New Mexico, South Carolina	22%
Michigan, North Carolina, Oregon, Utah	28%	Nevada	21%
		California	20%

5 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Louisiana	19%	District of Columbia	10%
Mississippi	18%	Virgin Islands	8%
Hawaii	17%		

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Alabama were at or above Proficient on the 1998 NAEP reading assessment?



¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.

³ No data reported for 4th graders by parents' highest level of education in 1998.

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 2-3.

² State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

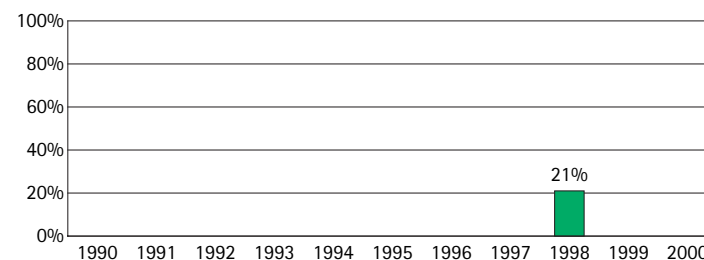
1. Improvement Over Time

Have Alabama's 8th graders improved in reading achievement?

In 1998, 21% of Alabama's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Alabama compare with other states in 8th grade reading achievement in public schools in 1998?

24 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Maryland, North Carolina, Utah	31%
Montana	38%	Colorado, Rhode Island	30%
Minnesota	37%	Kentucky, Missouri, Oklahoma,	29%
Massachusetts	36%	Wyoming	
Kansas	35%	Arizona, Texas	28%
New York	34%	West Virginia	27%
U.S.* Oregon, Virginia, Wisconsin	33%	Tennessee	26%
Washington	32%		

11 states had similar¹ percentages of students who were at or above Proficient on NAEP:

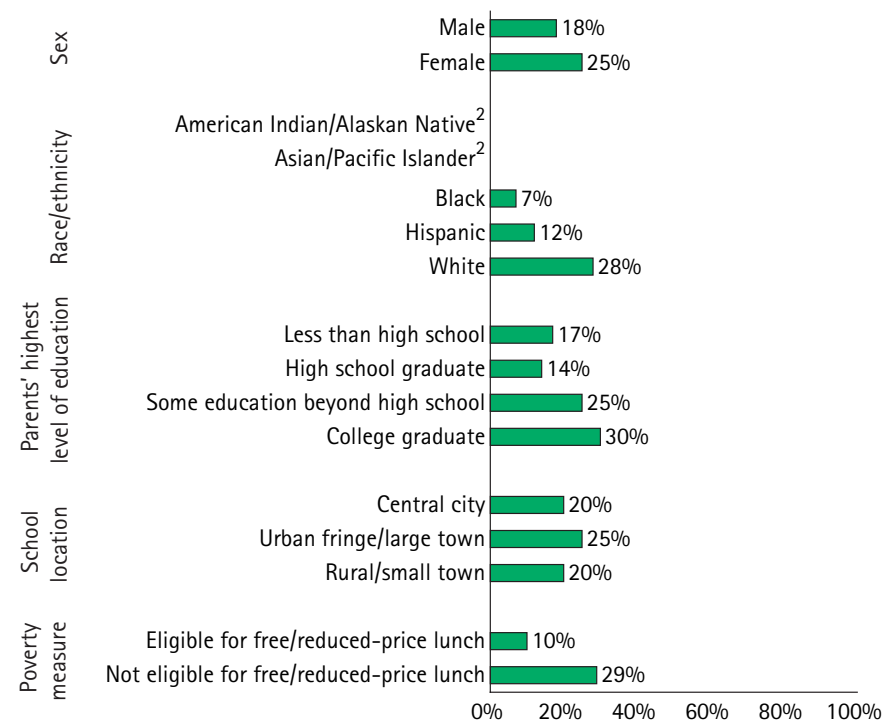
Delaware, Georgia	25%	Alabama	21%
Nevada, New Mexico	24%	Hawaii, Mississippi	19%
Arkansas, Florida	23%	Louisiana	18%
California, South Carolina	22%		

2 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

District of Columbia	12%	Virgin Islands	10%
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3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Alabama were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.